

**Texas Education Agency  
Standard Application System (SAS)**

**2015-2016 Public Charter School Program Start-Up Grant**

<b>Program authority:</b>	Public Law 107-110, Elementary and Secondary Education Act of 1965, as amended by NCLB Act of 2001, Title V, Part B, Subpart 1; Texas Education Code, Chapter 12	<b>FOR TEA USE ONLY</b> Write NOGA ID here:
<b>Grant period:</b>	May 1, 2015, to July 29, 2016	Place date stamp here. <div style="writing-mode: vertical-rl; transform: rotate(180deg);">                     Received Texas Education Agency 2014 DEC 16 PM 3:28 Document Control Center Grants Administration                 </div>
<b>Application deadline:</b>	5:00 p.m. Central Time, December 16, 2014	
<b>Submittal information:</b>	Four complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494	
<b>Contact information:</b>	Arnoldo Alaniz: CharterSchools@tea.state.tx.us; (512) 463-9575	

**Schedule #1—General Information**

**Part 1: Applicant Information**

Organization name	County-District #	Campus name/#	Amendment #
Uplift Education	057803	Uplift Seahawk Preparatory	
Vendor ID #	ESC Region #	US Congressional District #	DUNS #
75-2659683	10	030	179941141
Mailing address		City	State ZIP Code
1825 Market Center Blvd., Suite 500		Dallas	TX 75207

**Primary Contact**

First name	M.I.	Last name	Title
Ann		Stevenson	Chief Administrative Officer
Telephone #	Email address		FAX #
469-621-8528	astevenson@uplifteducation.org		469-621-8545

**Secondary Contact**

First name	M.I.	Last name	Title
Dionne	M	Davis	Grants Manager
Telephone #	Email address		FAX #
469-621-8551	ddavis@uplifteducation.org		469-621-8545

**Part 2: Certification and Incorporation**

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

**Authorized Official:**

First name	M.I.	Last name	Title
Yasmin		Bhatia	CEO
Telephone #	Email address		FAX #
469-621-8500	ybhatia@uplifteducation.org		469-621-8545

Signature (blue ink preferred) 	Date signed 12-9-2014
	December 12, 2014

Only the legally responsible party may sign this application.

**Schedule #1—General Information(cont.)**

**701-15-101-016**

**Schedule #1—General Information(cont.)**

County-district number or vendor ID: 75-2659683

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note for Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600/15XX)		<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required and if it is either blank or missing from the application, the application will be disqualified.

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Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 75-2659683

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment (Note: Only school districts applying on behalf of a campus charter need to submit these attachments)	Description of Required Program-Related Attachment
1	Documentation of Authorization to Charter	<ul style="list-style-type: none"> <li>A copy of the local district's policy for authorizing campus charter schools; <b>AND</b></li> <li>A copy of the district's charter application for the authorized campus charter; <b>AND</b></li> <li>A copy of the petition presented to the board of trustees that as signed by the parents of a majority of the students at the school campus <i>and</i> a majority of the classroom teachers at the school campus requesting a campus charter (TEC §12.052, §12.053) <b>OR</b> a copy of the contract between the school district and the entity to provide educational services to the district through the campus or program and at a facility located in the boundaries of the district (TEC §12.0521).</li> </ul>
2	Board of Trustees Approval on or before December 15, 2014	<ul style="list-style-type: none"> <li>A copy of the <i>approved</i> minutes from the local board of trustees meeting in which the charter was granted; <b>OR</b></li> <li>A copy of the board agenda with an action item to consider or approve the campus charter and draft minutes from the local board of trustees meeting in which the charter was granted.</li> </ul>
3	Narrative Description from Superintendent	<p>A narrative description on district letter signed by the superintendent which contains the following must be submitted:</p> <ul style="list-style-type: none"> <li>The mission of the campus charter;</li> <li>An explanation of the development of the proposed campus charter and the rationale for the district granting a charter to the new district campus;</li> <li>A detailed description, including supporting documentation, of the ways in which the campus charter will be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus charter and their input with regard to the school's curriculum, calendar, budget, and daily operations, and how this autonomy is <b>above and beyond the degree of flexibility and autonomy afforded to traditional campuses</b> within the district;</li> <li>A detailed description, including supporting documentation, that explains the ways in which the school district plans to conduct an independent annual financial audit of the campus charter, separate and apart from the district's independent annual financial audit, and the manner in which the campus will provide the necessary data for the school district to report on its locally-developed objectives;</li> <li>The methods and timelines that the district will use to ensure that the campus charter receives all federal funds to which its students are entitled; and</li> <li>A valid certificate of occupancy, or its equivalent, for the instructional facility, if the location of the campus charter has been determined.</li> </ul>

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4	<b>Federal Definition of a Public Charter School</b>	A completed Attachment 1 from the "To the Administrator Addressed" letter dated August 29, 2014, regarding compliance with the Federal definition of a Public Charter School must be submitted with the grant application. See <a href="http://www.tea.state.tx.us/index4.aspx?id=25769806846">http://www.tea.state.tx.us/index4.aspx?id=25769806846</a> .
5	<b>Campus Charter Information Form</b>	A completed Campus Charter Information Form (Attachment 3) from the "To the Administrator Addressed" letter dated August 29, 2014, regarding compliance with the Federal Definition of a Public Charter School which must be submitted with the grant application. See <a href="http://www.tea.state.tx.us/index4.aspx?id=25769806846">http://www.tea.state.tx.us/index4.aspx?id=25769806846</a>

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

<b>X</b>	<b>Acceptance and Compliance</b>
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 75-2659683

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The charter school's financial accounting system adheres to the following requirements: <ul style="list-style-type: none"> <li>• accommodates the minimum 15-digit account code mandated by the FASRG;</li> <li>• generates information needed for PEIMS reporting; and</li> <li>• ensures adequate accountability of state and federal funds.</li> </ul> <p>*If the school's financial accounting system is not approved by TEA, the charter school <u>will budget and acquire an acceptable accounting system and training with these grant funds</u>. Additionally, the school will be required to submit proof of an acceptable accounting system prior to receiving continued and/or additional funding.</p>
4.	The charter school will maintain clear documentation and data for the school and students served by the PCSP Start-Up Grant; will comply with any reporting and evaluation requirements that may be established by the TEA; and will submit the reports in the format and manner requested by TEA's Division of Financial Compliance. Grantees will be required to cooperate with the team that has been contracted to evaluate the use of the PCSP Start-Up Grant funds.
5.	The public charter school has on file a certificate of occupancy or the equivalent, for the instructional facility. At any time, should the TEA Charter School Administration Division request a copy, the public charter school will provide such copy immediately.
6.	<p>According to Title V, Part B, of NCLB, to receive federal grant funds of any type including U. S. Department of Education funds, the charter school must meet the following definition. By signing Schedule #1 and submitting the application, the authorized official of the public charter school certifies that each of the statements below is true and that the school is in compliance with this definition. A charter school is not eligible to receive any federal funds at any time, formula or discretionary, from TEA if it does not comply with this definition.</p> <p>A charter school means a public school that:</p> <ol style="list-style-type: none"> <li>1. In accordance with TEC Chapter 12, is exempted from significant state or local rules that inhibit the flexible operation and management of the school, but not from any rules relating to the other requirements identified in P.L. 107-110.</li> <li>2. Is created by a developer as a public school, or is adapted by a developer from an existing public school, and is operated under public supervision and direction.</li> <li>3. Operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency.</li> <li>4. Provides a program of elementary or secondary education, or both.</li> <li>5. Is nonsectarian in its programs, admission policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious institution.</li> <li>6. Does not charge tuition.</li> <li>7. Complies with the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Part B of the Individuals with Disabilities Education Act.</li> <li>8. Is a school to which parents choose to send their children, and that admits students on the basis of a lottery, if more students apply for admission than can be accommodated.</li> <li>9. Agrees to comply with the same federal and state audit requirements as do other elementary schools and secondary schools in the state, unless such requirements are specifically waived for the purposes of this program.</li> </ol>

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	10. Meets all applicable federal, state, and local health and safety requirements. 11. Operates in accordance with state law. 12. Has a written performance contract with the authorized public chartering agency in the state that includes a description of student performance that will be measured in charter schools pursuant to state assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public charter agency and the charter school.
7.	Charters established under TEC Chapter 12, Subchapter C, must also comply with the following: <ul style="list-style-type: none"> <li>a. Campus charter schools, must use funds to supplement (increase the level of services) and not supplant (replace) funds from federal, state, and local funds for similar activities. Any program activity required by state law, State Board of Education (SBOE) rules, or local board policy may not be paid with these funds. State or local funds may not be decreased or diverted for other uses merely because of the availability of these funds. Grantees must maintain documentation which clearly demonstrates the supplementary nature of these funds.</li> <li>b. The campus charter will be established according to and in compliance with TEC, Chapter 12, Subchapter C, Sections 12.051-12.065.</li> <li>c. The campus charter school will be designated as a campus charter in the Texas Education Agency (TEA) organizational database, AskTED, prior to operating as a campus charter for the 2015-2016 school year. If the campus charter school began operation prior to the 2015-2016 school year, but is still eligible to apply for and receive funding under this grant for the implementation of its charter school program, the campus charter school must be designated as a campus charter in AskTED when the grant application is submitted to TEA.</li> <li>d. As per Title V, Part B, Subpart 1, Section 5204(f)(4)(B), a local education agency (LEA) may not deduct funds for administrative fees or expenses from a subgrant awarded to an eligible applicant, unless the eligible applicant enters voluntarily into a mutually agreed upon arrangement for administrative services with the relevant LEA. Absent such approval, the LEA shall distribute all subgrant funds to the eligible applicant without delay.</li> <li>e. The campus charter will be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus charter school and their input with regard to the school's curriculum, calendar, budget, and daily operations. This autonomy will be <b><u>above and beyond the degree of flexibility and autonomy afforded to traditional campuses</u></b> within the district.</li> </ul>

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**Schedule #4—Request for Amendment**

County-district number or vendor ID: 75-2659683

Amendment # (for amendments only):

**Part 1: Submitting an Amendment**

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

**Part 2: When an Amendment Is Required**

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendments section of the Division of Grants Administration [Grant Management Resources](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

**Part 3: Revised Budget**

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600/ 15XX	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost ( %):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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**Schedule #4—Request for Amendment (cont.)**

County-district number or vendor ID: 75-2659683

Amendment # (for amendments only):

**Part 4: Amendment Justification**

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 75-2659683

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The purpose and goals of the Uplift Education/North Hill Preparatory district application for Texas Public Charter School Program is:

- To provide financial assistance for the planning, program design, and initial implementation for Uplift Seahawk Preparatory School in under construction at Seahawk Drive and S. Hampton Road, Desoto and
- To offer a high-quality charter school to families who want to improve the academic performance of their students in preparation for college matriculation and success.

Uplift Education's mission is *to create and sustain public schools of excellence that empower each student to reach their highest potential in college and the global marketplace and that inspire in students a life-long love of learning, achievement, and service in order to positively change their world.* Uplift has two **BOLD** goals for all students in its schools: (1) 100% of seniors accepted to college and (2) 70% of alumni graduate college within 6 years.

**Program Planning.** The project planning team included leaders from the Teaching and Learning Team (TLT), Finance, and School Administration who reviewed (a) requirements of the PCSP Start-Up application, (b) new school community demographics, (c) a three year planning budget for the new school, (c) TEA Texas Academic Performance Report for local area elementary and middle schools, and (d) feedback from Community Summit held on November 18, 2014 and facilitated by an Uplift Hampton parent.

**Program Design for Uplift Seahawk Preparatory.** Uplift Seahawk will uniquely offer educational opportunity focused on college readiness through a visible, intentional college-going culture and an academically rigorous program. When opened, the primary school will serve Pre-K-2 grades, teachers will use a personalized blended learning strategy emphasizing mastery in reading, language usage, and math skills. At the start of the school year, the Northwest Education Association Measures of Academic Progress (NWEA MAP), TPRI Early Reading Assessment, and IDEA Proficiency Test (IPT) will be used to measure and create a baseline to set individual learning goals for college readiness, reading, English language proficiency, and math. Teachers will receive training during July Teacher Training on how to use this data to design, adjust, and deliver lesson plans to set individual student goals and teach every student in the class without exception. During the school year, Common Assessments ("CAs") will be administered at least three times to measure student learning of TEKS (Texas Essential Knowledge and Skills) standards and growth against national achievement levels. After each Common Assessment, teachers will meet for Collaboration Day to review results (by grade level), identify re-teach TEKS, design re-teach lessons with strategies to reach low-performing students. Reading and math interventionists will pull students below grade level who need individual or small group instruction to close TEKS gaps to help them fully participate in whole class instruction.

Uplift Seahawk's academic program will be based on the International Baccalaureate (IB) program, an internationally recognized program which not only develops higher level academic performance, but also promotes education of the "whole student" through an emphasis on intellectual, personal, emotional and social growth. The IB program, generally, found at affluent schools in the North America, is available at all Uplift scholars. The new school is expected to apply for IB authorization within three years of opening, however, prior to the application, the school curriculum will be modified to include IB standards and the school culture will include the IB learner profile characteristics.

Uplift Seahawk teachers will be asked to complete targeted professional development by December 31, 2015 to ensure every student receives the support necessary to reach individual academic goals. The training playlist include: *IB Category I Training, Personalized Blended Learning Strategy, Sheltered Instruction Observation Protocol, No Nonsense Nurturer, Data Driven Instruction, and English Language Proficiency Standards.* Teachers will gain access to training and instructional tools and materials via Blackboard Learn, a "train to trainer" model will be used to provide customized training, and contract trainers will deliver training on campus during Wednesday development days. Data from instructional observations (planned and random) will be used to differentiate teacher development during the school year.

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**Schedule #5—Program Executive Summary (cont.)**

County-district number or vendor ID: 75-2659683

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Uplift Education will equip the school and classrooms with technology, in-class libraries, and other instructional materials. Funds from the grant will allow the new school to build out the primary school library by the first day of school. The library will offer opportunities for students to improve reading and inquiry skills, explore interests, and discover communities beyond their own. Teachers will integrate literacy and English language skills across subject areas, as Pre-K-2 grades explore library shelves, find a book of their choice and “check-out” books to share with parents and siblings.

**Program Management and Accountability.** The program directs attention to frontline stakeholders responsible for educating and preparing students at Uplift Seahawk for a promising future – teachers and parents. Uplift Seahawk directors will manage and monitor the program, with the support of the campus team and the Central Management Office (CMO), in compliance with TEA requirements/regulations and the proposed application. Weekly-check-ins are standard practice across every management level at Uplift schools and the CMO. Therefore, school directors will observe and meet with teachers (individual and group) to discuss progress toward goals, objectives and outcomes. The *iShine System (Uplift Education's intranet/data portal)* will be used to capture data to produce dashboards on targeted metrics. Progress toward goals will be shared during school meetings with faculty and non-instructional staff.

**Program Evaluation.** Uplift Seahawk will follow the same rigorous assessment schedule for the Uplift school network which reports student results for timely intervention low academic performance while offering challenging learning for other students.

Assessment	Frequency
NWEA MAP	August, January, April
Common Assessments	October, December, March
STAAR/End of Course	April / May

At the end of each class, teachers issue an exit ticket to assess what students understand from the daily lesson and to identify any areas requiring clarification or re-teach. Teachers can target specific students (individually or in small groups) and plan for intervention lessons also.

Data analytics not only drive personalize learning for students, but also for teacher development. The *iShine* system integrates many sources of data for teachers, leaders, and instructional coaches to monitor connections between instruction and student learning as well as school performance. As a team, faculty, leaders, and staff will be expected to adjust their strategies to successfully meet the goal of all students mastering the necessary academic skills. The Chief Executive Officer and Chief Academic Officer of Uplift meet with all managing directors monthly to review student and school progress and the Board reviews performance dashboards.

Uplift has addressed statutory requirements in this application and will continue to adhere to TEA regulations and requirements for local education agencies in the state. Uplift Education and the new team at Uplift Seahawk Preparatory will be committed to meeting the goals and outcomes outlined in this application and will continue to identify continue funding resources when the term of this grant terminates.

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By TEA staff person:

**Schedule #6—Program Budget Summary**

County-district number or vendor ID: 75-2659683			Amendment # (for amendments only):		
Program authority: Public Law 107-110, Title V, Part B, Subpart 1, NCLB, and TEC Chapter 12					
Grant period: May 1, 2015, to July 29, 2016			Fund code: 258		
<b>Budget Summary</b>					
Schedule #	Title	Class/ Object Code	Planning: Direct Program Cost	Implementation: Direct Program Cost	TOTAL Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$148,158.33	\$73,025.00	\$221,183.33
Schedule #8	Professional and Contracted Services (6200)	6200	\$0.00	\$30,450.00	\$30,450.00
Schedule #9	Supplies and Materials (6300)	6300	\$0.00	\$332,279.40	\$332,279.40
Schedule #10	Other Operating Costs (6400)	6400			
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$0.00	\$140,172.70	\$140,172.70
Grand total of budgeted costs (add all entries in each column):			<b>\$148,158.33</b>	<b>\$575,927.10</b>	<b>\$724,085.43</b>

No administrative costs (direct or indirect) may be charged to this grant program [Public Law 107-110, Elementary and Secondary Education Act of 1965, as amended by No Child Left Behind Act of 2001, Title V, Part B, Subpart 1, Section 5204 (f)(4)(B)].

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**Schedule #7—Payroll Costs (6100)**

County-district number or vendor ID: 75-2659683				Amendment # (for amendments only):		
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Planning Costs	Implementation Costs	TOTAL Payroll Budgeted
<b>Academic/Instructional</b>						
1	ESL Interventionist	1		\$3,750.00	\$3,750.00	\$7,500.00
2	Reading Interventionist	1		\$3,750.00	\$3,750.00	\$7,500.00
3	ESL Coordinator	1		\$3,000.00	\$3,000.00	\$6,000.00
<b>Program Management and Administration</b>						
4	Office Manager	1		\$10,000.00	\$3,333.33	\$13,333.33
5	Operations Manager	1		\$13,750.00	\$4,583.33	\$18,333.33
6	Primary School Director	1		\$18,750.00	\$6,250.00	\$25,000.00
7	Dean of Students	1		\$16,250.00	\$5,416.67	\$21,666.67
8	Administrative Assistant/Receptionist	1		\$8,750.00	\$2,916.67	\$11,666.67
9	PEIMS Coordinator/Attendance clerk	1		\$10,000.00	\$3,333.33	\$13,333.33
10	AEC	1		\$8,750.00	\$2,916.67	\$11,666.67
11						
<b>Auxiliary</b>						
12	Counselor - Behavior/Social	1		\$5,000.00	\$5,000.00	\$10,000.00
13	Nurse	1		\$11,250.00	\$3,750.00	\$15,000.00
14	Family Liaison Coordinator	1		\$3,333.33	\$3,333.33	\$6,666.67
<b>Other Employee Positions</b>						
15	Café Workers	1		\$6,250.00	\$2,083.33	\$8,333.33
16	Custodians	1		\$6,250.00	\$2,083.33	\$8,333.33
17						
18	Subtotal employee costs:			\$128,833.33	\$55,500.00	\$184,333.33
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>						
19	6112	Substitute pay		\$	\$	\$
20	6119	Professional staff extra-duty pay		\$	\$8,000.00	\$8,000.00
21	6121	Support staff extra-duty pay		\$	\$	\$
22	6140	Employee benefits		\$19,325.00	\$9,525.00	\$28,850.00
23	61XX	Tuition remission (IHEs only)		\$	\$	\$
24	Subtotal substitute, extra-duty, benefits costs			\$19,325.00	\$17,525.00	\$36,850.00
25	<b>Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):</b>			<b>\$148,158.33</b>	<b>\$73,025.00</b>	<b>\$221,183.33</b>

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration [Grant Management Resources](#) page.

**For TEA Use Only**

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

**Schedule #8—Professional and Contracted Services (6200)**

County-district number or vendor ID: 75-2659683

Amendment # (for amendments only):

**NOTE:** Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description		Planning	Implement- -ation	TOTAL Budgeted	
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	\$		\$	
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	\$	\$	\$	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$	\$	\$	
<b>Professional Services, Contracted Services, or Subgrants</b>					
#	Description of Service and Purpose	Check If Subgrant	Plannin g	Implemen- -tation	TOTAL Budgeted
1	Teach For America training fees for two teachers	<input type="checkbox"/>	\$	\$6,000.00	\$6,000.00
2	Professional Development for Writing Alive, History/SS Alive, ST Math	<input type="checkbox"/>	\$	\$5,000.00	\$5,000.00
3	SIOP I Institute (Sheltered Instruction Observation Protocol)	<input type="checkbox"/>	\$	\$700.00	\$700.00
4	SIOP II Institute (Sheltered Instruction Observation Protocol)	<input type="checkbox"/>	\$	\$750.00	\$750.00
5	Behavioral Management - No Nonsense Nurturer Training	<input type="checkbox"/>	\$	\$3,000.00	\$3,000.00
6	ESL Certification Training/Testing	<input type="checkbox"/>	\$	\$3,000.00	\$3,000.00
7		<input type="checkbox"/>	\$	\$	\$
8		<input type="checkbox"/>	\$	\$	\$
9		<input type="checkbox"/>	\$	\$	\$
10		<input type="checkbox"/>	\$	\$	\$
11		<input type="checkbox"/>	\$	\$	\$
12		<input type="checkbox"/>	\$	\$	\$
13		<input type="checkbox"/>	\$	\$	\$
14		<input type="checkbox"/>	\$	\$	\$
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:			\$	\$18,450.00	\$18,450.00

a. Subtotal of professional and contracted services requiring specific approval:	\$	\$	\$
b. Subtotal of professional services, contracted services, or subgrants:	\$	\$18,450.00	\$18,450.00
c. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval: IB Category 1 Training for All Teachers	\$	\$12,000.00	\$12,000.00
(Sum of lines a, b, and c) Grand total	\$	\$30,450.00	\$30,450.00

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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**Schedule #9—Supplies and Materials (6300)**

County-District Number or Vendor ID: 75-2659683

Amendment number (for amendments only):

**Expense Item Description**

6399	Technology Hardware—Not Capitalized							
	#	Type	Purpose	Quantity	Unit Cost	Planning	Implementation	TOTAL Amount Budgeted
	1	Check scanner	Internal controls, security	1	\$500	\$111,200	\$111,200	\$111,200
	2	Laptops - teachers & staff	Classroom instruction, school operations	30	\$1,000			
	3	Classroom computer stations	Blended learning rotations	72	\$350			
	4	Set of 30 iPads	ESL/Literacy, Intervention	30	\$567			
	5	Projectors & Document Camera	Classroom instruction	18	\$1,650			
	6	SPED desktop computers & headsets	Special education	2	\$750			
	7	Phone sets for classrooms/staff	Communications	10	\$350			
	8	Cafeteria Technology	POS, TV	1	\$3,000			
	9	Enrollment Scanner		1	\$600			
10				\$				
6399	Technology software—Not capitalized					\$	\$48,692	\$48,692
6399	Supplies and materials associated with advisory council or committee					\$		
Subtotal supplies and materials requiring specific approval:						\$		
	Remaining 6300—Supplies and materials that do not require specific approval:					\$	\$172,387.40	\$172,387.40
Grand total:						\$	\$332,279.40	\$332,279.40

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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<b>Schedule #10—Other Operating Costs (6400)</b>				
County-District Number or Vendor ID: 75-2659683		Amendment number (for amendments only):		
Expense Item Description		Planning	Implementation	TOTAL Budgeted
6411	Out-of-state travel for employees (includes registration fees)	\$	\$	\$
	Specify purpose:			
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.	\$	\$	\$
	Specify purpose:			
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)	\$	\$	\$
	Specify purpose:			
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations	\$	\$	\$
	Specify purpose:			
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees	\$	\$	\$
	Specify purpose:			
6429	Actual losses that could have been covered by permissible insurance	\$	\$	\$
6490	Indemnification compensation for loss or damage	\$	\$	\$
6490	Advisory council/committee travel or other expenses	\$	\$	\$
6499	Membership dues in civic or community organizations (not allowable for university applicants)	\$	\$	\$
	Specify name and purpose of organization:			
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)	\$	\$	\$
	Specify purpose:			
Subtotal other operating costs requiring specific approval:		\$	\$	\$
Remaining 6400—Other operating costs that do not require specific approval:		\$	\$	\$
<b>Grand total:</b>		<b>\$</b>	<b>\$</b>	<b>\$</b>

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

<b>For TEA Use Only</b>	
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**Schedule #11—Capital Outlay (6600/15XX)**

County-District Number or Vendor ID: 75-2659683

Amendment number (for amendments only):

**15XX is only for use by charter schools sponsored by a nonprofit organization.**

#	Description/Purpose	Quantity	Unit Cost	Planning	Implementation	TOTAL Budgeted
<b>6669/15XX—Library Books and Media (capitalized and controlled by library)</b>						
1	Books for School Library	N/A	N/A	\$	\$50,000	\$50,000
2		N/A	N/A	\$	\$	\$
3		N/A	N/A	\$	\$	\$
4		N/A	N/A	\$	\$	\$
5		N/A	N/A	\$	\$	\$
<b>66XX/15XX—Technology hardware, capitalized</b>						
6	Network internet router (SmartNet for 3945 router) and Network WiFi Controller	1	\$13,345	\$	\$13,345	\$13,345
7	Wireless equipment for controller (SmartNet & Base T Transceivers)	1	\$2,554	\$	\$2,554	\$2,554
8	VMWare software	1	\$6,600	\$	\$6,600	\$6,600
9	Cisco 3945 ISR W/ SEC bundle	1	\$10,490	\$	\$10,490	\$10,490
10	Cisco Call Manager - 35 clients; and related equipment	1	\$16,904	\$	\$16,904	\$16,904
11	Chromebook Cart (30 Chromebooks + cart)	2	\$12,000	\$	\$24,000	\$24,000
12			\$	\$	\$	\$
13			\$	\$	\$	\$
14			\$	\$	\$	\$
15			\$	\$	\$	\$
<b>66XX/15XX—Technology software, capitalized</b>						
16	ST Math curriculum	1	\$7,280	\$	\$7,280	\$7,280
17			\$	\$	\$	\$
18			\$	\$	\$	\$
19			\$	\$	\$	\$
20			\$	\$	\$	\$
21			\$	\$	\$	\$
22			\$	\$	\$	\$
<b>66XX/15XX—Equipment, furniture, or vehicles</b>						
23	Classroom Furniture	20	\$450	\$	\$9,000	\$9,000
24			\$	\$	\$	\$
25			\$	\$	\$	\$
26			\$	\$	\$	\$
27			\$	\$	\$	\$
28			\$	\$	\$	\$
29			\$	\$	\$	\$
30			\$	\$	\$	\$
31			\$	\$	\$	\$
32			\$	\$	\$	\$
33			\$	\$	\$	\$
34			\$	\$	\$	\$
35			\$	\$	\$	\$
<b>Grand total:</b>				<b>\$</b>	<b>\$140,173</b>	<b>\$140,173</b>

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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By TEA staff person:



**Schedule #13—Needs Assessment**

County-district number or vendor ID: 75-2659683

Amendment # (for amendments only):

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Assessing School Needs.** Uplift Education leaders met with parents and leaders in the community and the regional Uplift board to discuss school options and the location of a new school. An internal planning team was created to assess: PEIMS data for area schools with respect to overall performance and ratings, Uplift school waiting lists, AEIS reports on graduation rates of local high schools, school choice options in the community, census population data - number of school age children and demographics, and local income, education and growth trends. A Community Summit was facilitated on November 18, 2014 with community leaders and elected officials from the Dallas and Desoto community. Small group discussions were facilitated around Uplift Education as a school choice, community assets available to support the school and families, and gather ideas for serving the children. At least three of local schools, near Uplift Seahawk are priority schools.

Uplift's data analytics and curriculum teams reviewed local school performance to design at an effective and unique academic program to the future Uplift Seahawk pre-K-2 students. The team considered long-term planning for the fully built-out primary school by 2020 that will move to Uplift Hampton's International Baccalaureate (IB) authorized middle year program school. Uplift will hire promising and high-performing teachers and leaders who will use best practices in primary level instruction to ensure every student will rise to the academic rigor of middle school. During the two year PSCP start-up period, faculty and leaders will focus on skills development in reading, language usage and math while strengthen IB profiles which are an integral part of the Uplift instruction model and develops students to become *inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective*.

After careful analysis and planning, Uplift Seahawk will prioritize the following needs to prepare for the school opening, ensure a successful two years of academic growth, build a high-performing school team, and engage parents every step of the way.

1. To staff the school with high-performing and promising leaders, teachers, and support personnel
2. To direct all instruction and school activities on improving the academic performance of every student
3. To enhance teaching with the following targeted instructional and class management skills to differentiate and personalize instruction in a blended learning environment to reach every learning need:
  - IB Category I Training
  - Personalized Blended Learning Strategy (PBLS)
  - English Language Proficiency Standards (ELPS)
  - Sheltered Instruction Observation Protocol (SIOP™)
  - Data Driven Instruction (DDI)
  - No Nonsense Nurturer (Behavioral Management)
4. To equip the school and classrooms with the technology (computers and digital applications), instructional tools and materials that facilitate learning in the classroom
5. To eliminate/reduce personal, social, and emotional barriers to student learning
6. To create/sustain a college-going culture
7. To partner with parents, families, and the community in the education process and college-going culture
8. To create/sustain a safe school environment for every student, faculty and staff member.

By addressing these needs, the Uplift Seahawk faculty and leadership team will lay the foundation for a clear path to college success.

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By TEA staff person:

**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 75-2659683

Amendment # (for amendments only):

**Part 2: Alignment with Grant Goals and Objectives.** List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	To staff the school with high-performing and promising leaders, teachers, and support personnel	(a) The Strategic People Initiative team will screen for demonstrative experience and success working in urban school. (b) School leadership and TLT will use the activities and goals outlined in this application and situational questions to narrow the hiring decision. (c) Offer incentive pay for teachers with degrees in reading, math, and science and proven school leadership experience.
2.	To direct all instruction and school activities on improving the academic performance of every student By creating personalized blended learning (PBLs) classrooms that meet every learning need, raise student academic performance, and close achievement gaps for subgroups	(a) 100% of teachers participate in July Teacher Training and targeted professional development outlined in this application. (b) Instructional coaches and the school director will observe every teacher at least four times during the school year (planned and random) with a focus on the application of training skills and coaching. (c) Teachers will use a rotation model (whole class, small group, peer-to-peer, and self-directed instruction) to reach every student. (d) Intervention blocks will be planned to close gaps in TEKS.
3.	To equip teachers with the training, technology, tools, and materials to successfully facilitate learning in the classroom and equip classrooms with books, technology and learning materials	(a) To provide professional development between July and December and offer incentives for completing all training by the end of October. (b) To install teacher and student technology, books, tools, and learning materials operational by the first day of school.
4.	To eliminate/reduce student personal, social, and emotional barriers to learning	(a) All teachers will complete No Nonsense Nurturer training in August. (b) The behavioral/social counselor will: ◇ Facilitate training with directors/deans, teachers and parents developed from the TEA Guidance Curriculum ◇ Work in partnership with the teacher, dean, and parent to develop and follow-up on student intervention plan ◇ Identify community resources to address student (family) counseling needs.
5.	To partner with parents, families, and the community in the education process and college-going culture	(a) Teachers will create at learning activities parents can help students with at home with a focus on English and reading skills development as part of the <b>Academic Parent Teacher Teams Project</b> . (b) The Family Liaison will partner with parents to plan: ◇ <b>Parent University</b> information sessions and workshops ◇ Help organize the Uplift Seahawk <b>Volunteer In Partnership</b> program, a parent volunteer organization. ◇ Create a Parent/Family Room for parent leader meetings and activities ◇ Organize a follow-up <b>Community Summit</b> after the first school year.

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**Schedule #14—Management Plan**

County-district number or vendor ID: 75-2659683

Amendment # (for amendments only):

**Part 1: Staff Qualifications.** List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Primary School Director (Principal)	Must have five years of combined teaching and leadership experience in public school preferably with primary students in urban schools; Record of advanced training and educational leadership; principal certification, bilingual; commitment to mission of school; demonstrated results in closing achievement gaps. Master's degree desired in Elementary Education and Urban Leadership.
2.	School Dean	Must have experience in instructional leadership and exceptional organizational and communication skills; and a Bachelor's degree from four-year college or university.
3.	Network ESL Coordinator	Must have at least 10 year working with EL students and in bilingual/ESL instruction. Certified in ESL, ELPS, and Sheltered Instruction Observation Protocol (SIOP). Hold a Texas Teaching Certifications. Master's degree in Education desired.
4.	Family Liaison Coordinator	Bachelor's degree with a minimum 3 years' experience working with children and/or adults in a nonprofit social service or community development organization. Excellent verbal and written communication skills. Ability to keep accurate records, analyze data, and prepare reports. Exceptional organizational, communication and interpersonal skills..
5.	Behavioral Social Counselor	Certified School Counselors (CSC), Licensed Professional Counselors (LPC), and Licensed Clinical Social Workers (LCSW), with a Master's degree in Counseling, or a closely related mental health discipline.

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Staff the school with high-performing team	1. (Internal) positions post and hiring	01/01/15	04/30/15
		2. (External) recruitment and hiring	02/01/15	06/30/15
		3. On-board Uplift Seahawk school team	07/01/15	07/30/15
2.	Support PBLs with technology and learning materials	1. Purchase and install technology – computers/digital application licenses	06/01/15	07/30/15
		2. Teachers and IT Education Specialist configure digital learning management systems	08/01/15	09/15/15
		3. Set-up in-class libraries for guided and independent reading	08/01/15	08/15/15
3.	Professional Development	1. July Teacher Training	07/15/15	07/30/15
		2. No Nonsense Nurturer Training	07/01/15	08/31/15
		3. IB Category I Training and Follow-up	09/01/15	9/30/15
		4. PLBS Training	09/15/15	10/31/15
		5. ELPS and SIOP Training	10/01/15	10/31/15
		6. Data Driven Instruction	10/01/15	10/31/15
4.	Behavioral/social support	1. Counseling team facilitate faculty and leader training	08/01/15	11/30/15
		2. School counselor arrange parent training to include Social Emotional Wellness and Positive Parenting	01/01/16	02/28/16
5.	Parent Engagement	1. Academic Parent Teacher Team Project	10/01/15	10/31/15
		2. Parent Survey and Town Hall	01/01/16	02/28/16
		3. Parent University	02/01/16	03/24/16
		4. Volunteers In Partnership Program	11/01/15	06/30/16
		5. Community Summit II	03/01/16	04/30/16

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By TEA staff person:

**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 75-2659683

Amendment # (for amendments only):

**Part 3: Feedback and Continuous Improvement.** Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Uplift's use of data to ensure student success and proper instructional processes has been key to Uplift's success to date with its other schools. Uplift uses the "professional learning community" as a model for engaging its staff to focus on student learning. As the new school develops, student assessments will be regularly administered and the school director and faculty will meet as a team to evaluate data from assessments and identify areas for re-teaching and enrichment. The Uplift teaching and learning team will support the new staff not only in analyzing the data collected, but also in finding strategies to successfully meet the academic goals for all students. The new school leader and faculty will also participate monthly in the Uplift-wide professional development where strategies and best practices are shared.

Uplift has implemented a data warehouse, iShine, which provides school faculty with immediate access to student grades and test scores to drive instruction. As a team, faculty, leaders, and staff will be expected to adjust their strategies to successfully meet the goal of all students mastering the necessary academic skills. The Chief Executive Officer and Chief Academic Officer of Uplift meets with all managing directors monthly to review student and school progress and the Board reviews performance dashboards.

For students needing additional academic support, the school will schedule tutoring sessions and other interventions after regular school hours and/or on Saturdays to help ensure that students will be successful.

To build parent commitment and support, the school staff will regularly meet and discuss with parents to address any concerns and to keep them advised of their student's progress. Parents will also have access through Power School to view their student's grades as often as they choose. For the community the school will host an annual town hall with the Chief Executive Officer and the school leadership to share results, discuss areas of focus and receive feedback from parents and the community at large.

**Part 4: Sustainability and Commitment.** Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The new school will receive the majority of its funds from the TEA (FSP funding) which is based on the student attendance at the new school. The budget projected for the new school, based on prior start up experience as well as the projected demand for this school, shows that after the first two years of operation, the new school will have sufficient funds to be self-sustaining with the FSP funding and other expected federal revenue (title programs and special education funding). To provide additional funds for the school and to enhance the academic program, Uplift also has an active fundraising program which seeks out private sources of funding to supplement state revenues. The Uplift central management office, which supports all Uplift schools, will continue to provide services in the areas of human resources, finance, facilities management, compliance reporting, external affairs, technology, child nutrition, academic services and legal.

Uplift's central office also has a dedicated teaching and learning team which assists in professional development and evaluation of all Uplift staff, as well as providing support in student assessment and data analysis. All schools in the Uplift network pay a percentage of their overall revenues for these services which makes it more efficient for the schools to have these services without hiring additional staff at the school level.

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**Schedule #15—Project Evaluation**

County-district number or vendor ID: 75-2659683

Amendment # (for amendments only):

**Part 1: Evaluation Design.** List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	- Teacher Letter of Intent	1.	85% of teachers invited to return for SY2017 will submit a letter of intent by June 2016
	- PD Tracker	2.	85% of teachers will complete targeted professional development by May 2016
2.	- MAP Assessment	1.	65% of the students in grades K-2 will meet their individual growth targets as measured by MAP
	- IPT	2.	85% of EL students will increase one level of English language proficiency as measured by the Pre-IPT/IPT I English oral language assessment by May 2016
	- TPRI Early Reading Test	3.	80% of students will increase TPRI results by one grade level by May 2016
3.	- STAAR	1.	70% of students who take the STAAR will pass reading and math by May 2017
4.	- Parent Survey	1.	80% of parents will report satisfaction with school programs by May 2016
	- Parent Participation	2.	60% of parents will participate in Academic Teacher-Parent Teams Project during the school year

**Part 2: Data Collection and Problem Correction.** Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Uplift Education collects, monitors, and reports data using its iShine intranet/data portal system. **Student assessments** are frequent and include formal testing to monitor, differentiate, and personalize class instruction, intervention and home assignments:

Assessment	Frequency
NWEA MAP	August, January, April
IPT and TPRI	August, April
Common Assessments	October, December, March
STAAR/End of Course	April / May

Uplift uses data to drive instruction and school decision making and relies on regular assessments in its school to keep faculty advised of the students' progress toward academic goals. Uplift has implemented common assessments across all Uplift schools so that the academic staff can focus on any perceived or actual weaknesses in TEKS attainment. The Uplift academic team meets after each common assessment to discuss results and to make adjustments as needed in the teaching strategies. Annual standardized testing includes the state assessments (STAAR and End of Course exams). Uplift students also take summer and local benchmark assessments in reading, math, science, social studies, and writing to appropriately customize instruction. The data from the benchmarks is used to guide instruction during the school year. Uplift also uses the NWEA MAP (Measures of Academic Progress) to assess college readiness (at grade level) and compare to national standards.

An online instructional and leadership observation instrument is used to capture data and comments for leader and teacher observations. Dashboards are created and returned to teachers and leaders (includes Chief Academic Officer). Teacher surveys are administered quarterly, and parent feedback is collected after event participation and for the annual survey and town hall.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 75-2659683

Amendment # (for amendments only):

**Statutory Requirement 1:** Describe the administrative relationship between the charter school and the authorized public chartering agency (i.e., the local board of trustees, the commissioner, or the charter holder board).

**Note: All applicants must address this statutory requirement.**

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The charter holder or sponsoring entity, Uplift Education ("Uplift"), has a contract with the Texas Education Agency to operate a charter under the name Uplift Education – North Hills Preparatory. The TEA has authorized the expansion of the charter by adding another site under the charter. The contract between Uplift and the TEA requires Uplift to comply with federal and state laws and related rules as specified in the contract. The Uplift Board of Directors is the governing body for all schools under the charter, including this new school. The Uplift Board has the legal responsibility for overall accountability and performance of the charter schools it operations, including the final authority on legal obligations, approval of the financial audit and other duties and obligations set out in chapter 12 of the Texas Education Code. A local advisory board exists to provide support to the schools in goal setting, performance monitoring, and in building parent and community relations.

The new school, which is governed by the Uplift board, also has obligations to the TEA for state reporting, state testing, meeting educational standards, and other requirements as set out in state and federal rules and laws. The Uplift board reviews the performance of all schools of which Uplift is the charter holder to ensure the new school meets the required compliance standards.

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By TEA staff person:

**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 75-2659683

Amendment # (for amendments only):

**Statutory Requirement 2:** Describe how the authorized public chartering agency will provide for continued operation of the school once the Federal start-up grant has expired.

**Note:** All applicants must address this statutory requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The new school will receive the majority of its funds from the TEA (FSP funding) which is based on the student attendance at the new school. The budget projected for the new school, based on prior start up experience as well as the projected demand for this school, shows that after the first two years of operation, the new school will have sufficient funds to be self-sustaining with the FSP funding and other expected federal revenue (title programs and special education funding). To provide additional funds for the school and to enhance the academic program, Uplift also has an active fundraising program which seeks out private sources of funding to supplement state revenues. The Uplift Central Management Office (CMO), which supports all Uplift schools, will continue to provide services in the areas of human resources, finance, facilities management, compliance reporting, external affairs, technology, child nutrition, academic services, development and legal.

Uplift's CMO also has a dedicated Teaching and Learning Team which assists in professional development and evaluation of all Uplift staff, as well as providing support in student assessment and data analysis. All schools in the Uplift network pay a percentage of their overall revenues for these services which makes it more efficient for the schools to have these services without hiring additional staff at the school level.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 75-2659683

Amendment # (for amendments only):

**Statutory Requirement 3:** Describe and justify any requests for waivers of any Federal statutory or regulatory provisions that the eligible applicant believes are necessary for the successful operation of the charter school, and a description of any state or local rules, generally applicable to public schools, that the applicant proposes to be waived, or otherwise not apply to, the school.

**Note: All applicants must address this statutory requirement.**

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Uplift Education has requested no waivers.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 75-2659683	Amendment # (for amendments only):
<p><b>Statutory Requirement 4:</b> Describe how the grant funds will be used to accomplish the purpose, goals and objectives of the grant. Describe how the items/activities are necessary for initial implementation and the anticipated outcome for using grant funds for the purpose. Include a description of how such funds will be used in conjunction with other Federal programs administered by the U.S. Secretary of Education.</p> <p><b>Note: All applicants must address this statutory requirement.</b></p> <p>Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.</p>	
<p>The new school will open with a planned enrollment of 260 students and grow to 348 students in the second year. The grant funds will be used in the implementation phase to establish the basic resources needed to open the school such as furniture, technology, office equipment, curriculum, textbooks and instructional materials, and to fund certain staff positions before the school opens. It will be necessary to pay upfront costs for software licenses, insurance, and facility maintenance before the school opens. It is also necessary to hire the school leadership team and support staff, including PEIMS and attendance staff, so that the school will be fully functioning on opening day. The ability to hire additional professional staff (dean of students, operations manager) enables the school leadership to focus on implementation of the educational plan and adapting the plan as necessary to meet the individual needs of the students. The school model also includes a student "culture camp" which held before the school year officially starts, but is an essential part of setting the culture for students and staff before the beginning of the school year. During culture camp, initial benchmark testing may be conducted which will be repeated during the year to measure progress. The grant funds will be used to fund testing costs as well as support the analysis of data when received. Once the school officially opens, federal funds from title programs and special education (IDEA-B) will be used to supplement the basic education program and provide for the needs of students identified as qualifying for these programs. As described above, state funding is expected to cover the basic operating costs of the school after the first two years.</p>	

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 75-2659683

Amendment # (for amendments only):

**Statutory Requirement 5:** Describe how the charter school that is considered a local educational agency under state law, or a local education agency in which a charter school is located, will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Act. (See Appendix 1.) Failure to respond appropriately to this requirement will deem the applicant ineligible for funding as meeting the needs of special education students is a statutory requirement for this federal program.

**Note: All applicants must address this statutory requirement.**

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The new school will serve special education students as they would be served in a traditional public school. Uplift's CMO support team includes a Senior Director for Special Populations who have extensive experience in special education programs and who will oversee the program at this new school. The school will also have special education professionals on staff and/or will contract for professional services needed to provide the education program for students with disabilities and identified in the students' respective Individualized Education Plan. Uplift strives to meet the academic and behavioral needs of every student regardless of disability and ensures the needs of special population students are met by:

- Reviewing and adopting special education policies for each campus and obtaining Board approval at regularly scheduled meetings;
- Adopting Special Education Guidelines for each campus;
- Establishing a Response to Instruction referral process on each campus to meet all Child Find responsibilities;
- Establishing Individualized Plan Committees on each campus and conducting IEP meetings to ensure the unique educational needs of each special education student are met;
- Offering a full continuum of services for identified students with disabilities including instructional arrangements and support services such as speech therapy, occupational therapy, and physical therapy; and
- Providing a Section 504 program including, but not limited to, identification, provision of services and review of programs as outlined by federal statute.

Staff will be trained in the requirements of IDEA and state special education laws and rules. The school will apply for federal IDEA-B funds based on the students identified as having those needs and these funds will be used to supplement the educational program to meet the needs of those students.

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County-district number or vendor ID: 75-2659683

Amendment # (for amendments only):

**Statutory Requirement 6:** Describe the educational program to be implemented by the proposed charter school, including (1) how the program will enable all students to meet challenging state student academic achievement standards; (2) the grade levels or ages of children to be served; and (3) the curriculum and instructional practices to be used.

**Note:** *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.*

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Not Applicable.

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County-district number or vendor ID: 75-2659683

Amendment # (for amendments only):

**Statutory Requirement 7:** Describe how the charter school will be managed. (1) Include a detailed description of the ways in which the campus charter school will be permitted to manage autonomously, as evidenced by the day-to-day decision makers at the campus and their input with regard to the school's curriculum, calendar, budget, and daily operations. (2) Describe how this autonomy is **above and beyond the degree of flexibility and autonomy afforded to traditional campuses** within the district.

**Note:** *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.*  
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Not Applicable.

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County-district number or vendor ID: 75-2659683

Amendment # (for amendments only):

**Statutory Requirement 8:** Describe the performance measures and methods by which the charter school will determine its progress toward achieving those objectives. For each objective include a description of what is going to change as a result of this grant project, who will achieve the change, how much change will occur, and when will the change occur.

**Note:** *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.*

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Not Applicable.

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County-district number or vendor ID: 75-2659683

Amendment # (for amendments only):

**Statutory Requirement 9:** Describe how parents and other members of the community will be involved in the planning, program design and implementation of the charter school.**Note:** *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.*

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Not Applicable.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 75-2659683

Amendment # (for amendments only):

**Statutory Requirement 10:** Describe how students in the community will be (1) informed about the charter school; and (2) given an equal opportunity to attend the charter school.**Note:** *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.*

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Not Applicable.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 75-2659683

Amendment # (for amendments only):

**Statutory Requirement 11:** Provide a description of the campus charter's process to become a charter school, including:

1. the district's general process for approval of campus charter schools and the steps the campus took to become a charter;
2. the premise in which the school board approved the campus for which a charter was granted to operate;
3. what the campus will be doing differently, above and beyond, that of a regular district campus that merits charter status and charter school start-up funds;
4. if the campus is converting from a regular district campus to a campus charter, what the campus charter will be doing above and beyond that which was done when it operated as a district campus.

**Note: Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.**

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Not Applicable.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 75-2659683

Amendment # (for amendments only):

**Statutory Requirement 12:** Specify any basis, in addition to a basis specified by Subchapter C, on which the campus charter may be placed on probation or revoked.**Note:** *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.*

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Not Applicable.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 75-2659683

Amendment # (for amendments only):

**Statutory Requirement 13:** Describe how the charter school will be governed. (1) Include a detailed description of the ways in which the campus charter school will be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus and their input with regard to the school's curriculum, calendar, budget, and daily operations. (2) Describe how this autonomy is **above and beyond the degree of flexibility and autonomy afforded to traditional campuses** within the district.

**Note:** *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.*  
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Not Applicable.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 75-2659683

Amendment # (for amendments only):

**Statutory Requirement 14:** Describe the manner in which an annual independent financial audit of the campus is to be conducted. The campus charter must have a plan for an audit separate and apart from the district audit. Describe the manner in which the campus will provide information necessary for the school district in which it is located to participate, as required by TEC, Chapter 12, Subchapter C, or by SBOE rule, in PEIMS.

**Note:** *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.*

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Not Applicable.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 75-2659683

Amendment # (for amendments only):

**Statutory Requirement 15:** Explain the manner in which the district will flow other federal funds to the campus charter. Describe the timelines for flowing the federal funds to the campus charter that ensure students are promptly receiving the benefit of services that appropriate federal funds can provide.

**Note:** *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.*

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Not Applicable.

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Schedule #17—Responses to TEA Program Requirements															
County-district number or vendor ID: 75-2659683										Amendment # (for amendments only):					
<b>TEA Program Requirement 1: Population to Be Served in Year 1 of Implementation.</b> Enter the number of students in each grade, by type of school, projected to be served under the grant program.															
School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Campus Charter Schools															
Open-Enrollment Charter School	40	88	88	44											260
College/University Charter School															
New School Under Existing Open-Enrollment Charter School															
<b>TOTAL:</b>	40	88	88	44											260
<b>Total Staff</b>															35
<b>Total Parents</b>															455
<b>Total Families</b>															247
<b>Total Campuses</b>															1
<b>TEA Program Requirement 2: Population to Be Served in Year 2 of Implementation.</b> Enter the number of students in each grade, by type of school, projected to be served under the grant program.															
School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Campus Charter Schools															
Open-Enrollment Charter School	40	88	88	88	44										348
College/University Charter School															
New School Under Existing Open-Enrollment Charter School															
<b>TOTAL:</b>	40	88	88	88	44										348
<b>Total Staff</b>															40
<b>Total Parents</b>															609
<b>Total Families</b>															331
<b>Total Campuses</b>															1

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 75-2659683

Amendment # (for amendments only):

**TEA Program Requirement 3: Number of Students in To Be Served in Year 1 of Implementation Who Would Otherwise Attend a Traditional School Identified as a Priority or Focus School.**

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Campus Charter School (TEC Subchapter C)															
Open-enrollment Charter School (TEC Subchapter D)	10	15	15	8											48
College/University/Jr College Charter School (TEC Subchapter E)															
New School Under Existing Open-Enrollment Charter School															
<b>TOTAL:</b>	10	15	15	8											48

**TEA Program Requirement 4: For Year 1, provide the names and nine-digit county/district/campus numbers of the schools identified as priority or focus schools that you will be impacting as described above.**

	District Name	Campus Name	9 Digit CDC Number
1.	DISD	W.W. Bushman EL School	057905118
2.	DISD	J.N. Ervin EL School	057905142
3.	DISD	Elisha M. Pease EL School	057905191
4.			
5.			
6.			

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**Schedule #18—Equitable Access and Participation**

County-District Number or Vendor ID: 75-2659683

Amendment number (for amendments only):

**No Barriers**

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

**Barrier: Gender-Specific Bias**

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Cultural, Linguistic, or Economic Diversity**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 75-2659683

Amendment number (for amendments only):

**Barrier: Cultural, Linguistic, or Economic Diversity (cont.)**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gang-Related Activities**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 75-2659683

Amendment number (for amendments only):

**Barrier: Gang-Related Activities (cont.)**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish partnerships with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Drug-Related Activities**

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 75-2659683

Amendment number (for amendments only):

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information on tape	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Hearing Impairments**

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Learning Disabilities**

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Physical Disabilities or Constraints**

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Barrier: Inaccessible Physical Structures**

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Absenteeism/Truancy**

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: High Mobility Rates**

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish partnerships with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Support from Parents**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Barrier: Lack of Support from Parents (cont.)**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Shortage of Qualified Personnel**

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain teachers from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Knowledge Regarding Program Benefits**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Barrier: Lack of Knowledge Regarding Program Benefits (cont.)**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations and newspapers about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Transportation to Program Activities**

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Barriers**

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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